

Ms. Paraskos

Week of 4/15 - 4/19

ELA Homework



Name: _____

Homework Directions:

1. **Reading:** Read all assigned stories and fill in your reading log every day.
Complete the attached reading worksheets.
2. **Spelling:** Complete 1 spelling assignment from the spelling choice board.
3. **Grammar:** Complete the attached worksheet on Verb Tenses.
4. **Review:** Study for your tests and quizzes using the attached skills page.

Reminders:

- iPads need to be in class and fully charged every day.
- Students should always have their Archimedean and Purple folders in their backpacks.
- Please check your Archimedean folder every night for papers to either leave at home or complete and return to school.

Assessments:

4/16: Grammar Quiz -
Future Tense Verbs

4/19: Module 7 Week 1
Reading Test and
Spelling Test

Important Dates:

April 16-18: Mother's Day Mini Photo Session
April 22: Earth Day - Wear **Green** and/or **Blue**
April 22 - 26: FAST Math PM3 Testing
April 25: Luau Spirit Day \$2.00



Sections:

1B, 1D, and 1E

HMH Module 7:

Celebrate America

Week 1

Essential Question: How do things in nature change?

Reading Skills

IDEAS and SUPPORT

When authors write to persuade, they want readers to do or believe something.

OPINION
What does the author think or feel?

I think...
I believe...
I feel...
... is the best ...

REASONS
What reasons support the opinion? Look for facts, or things that can be proved.

EXAMPLES
What examples or details tell more about the reasons?

Text Organization

Description

Informational texts have a structure, or type of organization, that fits the topic and the author's purpose.

Description is one kind of structure or organization. Authors choose description to tell details about **what something is like**.

It smells like...
It looks like...
It sounds like...
It feels like...
It acts like...

Examples

Make Inferences

When you make **inferences**, you use clues to make a smart guess about something the author doesn't tell you.

CLUES FROM THE TEXT AND PICTURES + CLUES FROM WHAT I ALREADY KNOW =

INFERENCE

Point of View

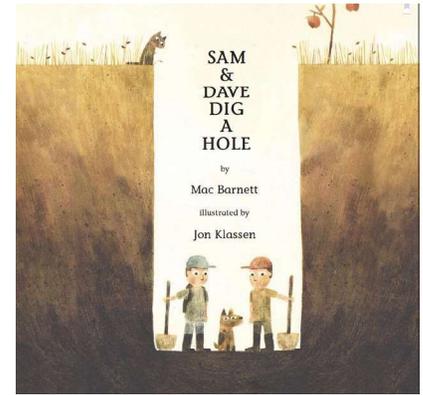
WHO tells the story?

The narrator is the person who tells a story. Readers see the story events through the narrator's point of view.

THIRD-PERSON NARRATOR
A person who is **NOT** in the book is telling it. Look for the words **he, she, or they**.

FIRST-PERSON NARRATOR
A person who is in the book is telling it. Look for the words **I, me, or my**.

Weekly HMH Story:



Spelling Words:

Phonics - Long u VCe Pattern

- | | |
|-----------------|------------------|
| 1. <u>flute</u> | 8. <u>hike</u> |
| 2. <u>cute</u> | 9. <u>bake</u> |
| 3. <u>Luke</u> | 10. <u>game</u> |
| 4. <u>tube</u> | 11. <u>white</u> |
| 5. <u>use</u> | 12. <u>drive</u> |
| 6. <u>woke</u> | 13. <u>joke</u> |
| 7. <u>wake</u> | 14. <u>home</u> |

Sight Words:

Practice reading these words each night.

- | | |
|------------------|---------------------|
| 1. <u>animal</u> | 5. <u>point</u> |
| 2. <u>heads</u> | 6. <u>something</u> |
| 3. <u>keep</u> | 7. <u>voice</u> |
| 4. <u>let's</u> | 8. <u>won't</u> |

Vocabulary:

Big Idea Words: cycle, liquid, evaporation

Vocabulary Skill: Words about feelings and beliefs, Shades of Meaning

Story Vocabulary: mission, spectacular, break, problem, direction, landed

Fluency

Intonation

Writing

Poem

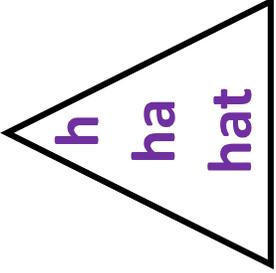
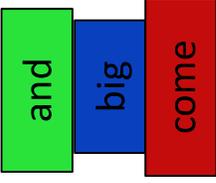
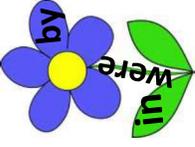
Grammar

Future Tense Verbs

Social Studies

Economics

Spelling Choice Board

<p><u>Draw a Picture</u> Draw a picture to go with each of your words.</p> 	<p><u>Small, Medium, Large</u> that that that</p>	<p><u>Magic Words</u> Write your words using a white crayon. Color over it with marker.</p> 	<p><u>Pyramid Words</u></p> 	<p><u>ABC Order</u> Write your words in alphabetical order.</p> 
<p><u>Silly Story</u> Write a silly story using all of your words.</p> 	<p><u>Rainbow Write</u> Use at least 3 colors to write each word.</p> 	<p><u>Rhyme Time</u> Write a rhyming word for each of your words. Your word: can Rhyming word: fan</p>	<p><u>Hidden Picture</u> Hide your words in a picture.</p> 	<p><u>Fancy Words</u> Write your words in a fancy style.</p> <p><i>you what have</i></p>
<p><u>Pattern Write</u> Write your word in a pattern with 2 colors.</p> 	<p><u>Forwards and Backwards</u> Write your words forwards and backwards.</p> <p>what → tahw</p>	<p><u>Opposite Hand</u> Write your words with your opposite hand.</p> 	<p><u>Type it Up</u> Use your computer to type your words in any font.</p> <p>came from where</p>	<p><u>Dot Words</u> Write your words and then dot over them.</p> 

Weekly Reading Log

April 15th – April 18th



	Book Title	Author	Read to self	Read to Parent	Parent's Initials
Monday 20 Minutes	I chose to read:				
Tuesday 20 Minutes	Decodable Text: The Quack Pack <small>*Assigned in the HMH app on the iPad*</small>	Kyle Lott			
Wednesday 20 Minutes	Cold Read: Do You See the Smoke? <small>*Story attached to this week's homework packet*</small>	N/A			
Thursday 20 Minutes	Cold Read: Do You See the Smoke? <small>*Reread and complete the comprehension pages*</small>	N/A			

Look in this week's decodable story "The Quack Pack", for words with the long u.

Write a list of all the long u words you read in this story.

Phonics & Fluency

with silent 'e' words with blends

1. Blend to read these words. 

smoke **blaze** **swipe** **slope** **brave**

2. Read the passage. 

Do You See the Smoke?

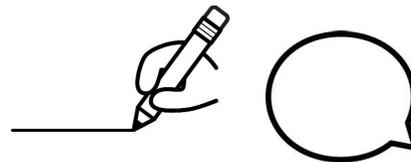
“Do you see all that smoke?” Mom asks me as we drive.

“Yes! Where is that coming from?” I look at her.

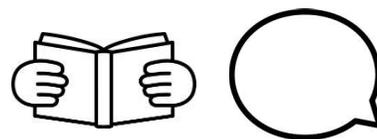
We get out and walk down the slope and see the smoke and the blaze of fire. I see a fox and her kit graze on some plants! They do not see the fire. It could swipe them up! My legs shake. “I am sad, but I am going to be brave and call for help!”

I skate to where I am safe from the fire. The foxes see me run, and I see the white tips of the foxes run to the shade of the branches. We are all safe as I call for help!

3. Underline the dialogue in the story (where there is talking).



4. Read the passage again, reading the talking part with expression.



Name: _____

o You See the Smoke?

Silent 'e' Words Practice with blends

1. Look in the story to find words that have a blend and a long vowel with a silent 'e'. Fill in this list with words from the story.

i_e	a_e	o_e
1.	1.	1.
2.	2.	

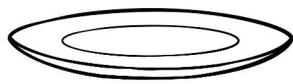
2. Fill in the correct letters for the silent 'e' words with blends.



		o	k	
--	--	---	---	--



		o	b	
--	--	---	---	--



--	--	--	--	--



--	--	--	--	--

Name: _____

o You See the Smoke?

1. What makes the kid and their mom stop driving?

2. Why does the kid feel sad in the story?

3. Why does the kid call for help even if everyone is safe?

Name: _____

Date: _____

Past, Present, or Future?



Circle the action verb and write past, present or future.

1. You will be late.

2. We ate dinner late.

3. You visit them often.

4. He will go with you.

5. Jean enjoyed this book.

6. Dad read the paper.

7. Matt walks everyday.

8. Lila blew her nose.

9. Phoebe likes movies.

10. We will watch a movie.
